Weekly Overview of Learning

Year Group: 4 **Week beginning: 5th October 2026**

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English	**Monday/Tuesday**	**Wednesday**	**Thursday**	**Friday**
	LI: To write verbs in the past tense	LI: To sequence events from a story	READING PIXL QUIZ	LI: To write and punctuate direct speech
Key vocabulary and key questions	***Key Vocabulary:*** verb, regular, irregular, past, tense **Key Questions:** What's the difference between regular and irregular past tense verbs? Can you list some irregular verbs? What patterns can you notice?	***Key vocabulary:*** sequence, order, middle, end, resolution. Problem **Key Questions:** What part of the story has most action? Can you summarise what happens next? What happened before this event? Why is chronological order important?		***Key vocabulary:*** Speech, dialogue, punctuate, inverted commas, said, character, action, **Key Questions:** What part goes inside speech? How do we punctuate the sentence? What synonyms can you suggest for speech? What is direct speech?
Activities	Look into the different rules for past tense. The children then complete a series of activities to apply this knowledge. Use writer's toolbox to model how to write accurate sentences in past tense. Use this as an opportunity to also use and teach POWER SENTENCES.	Go over what happens in Imelda and the Goblin king. Children create a story map using a template of their choice to summarise the story. Encourage use of cohesive devices to remind children of the chronological order.		Focus on punctuating direct speech using inverted commas. All punctuation for a piece of dialogue must be inside the inverted commas e.g. if the dialogue is a question, a ? must be inside the inverted commas. Just like any new sentence, speech must start with a capital letter. Using the success criteria for direct speech, children will: 1. identify which sentence uses the conventions of speech most accurately. 2. Correct the sentence so the reported speech is properly punctuated.

This week's reading focus: Reading Strategy: Noticing a breakdown					
Reading	**Lesson 1**	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
Learning Intention	**L.I: To identify when a text doesn't make sense**	**L.I: To recognise inconsistences in a text**	**L.I: To recognise inconsistences in a text**	**LI: To evaluate the impact of inconsistency on the purpose of a text**	**LI: To from questions about a text**
	Look at word families and how looking within words can help with textual inconsistencies.	Discuss a text that has inconsistences such as wrong time and place. Students identify and complete a comprehension relating to.	Students continue to examine texts and find inconsistencies within them, focusing on historical context.	Children focus on editing a text that doesn't make sense. Children use their marking code to correct the mistakes, so it makes sense	Students look at an unfamiliar text that will have some tier 3 vocabulary. Students form questions about the text

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Maths	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	L.I: To practise and apply times tables and mental maths strategies	**LI: To round to the nearest 10, 100 or 1,000**	**ARITHMETIC PIXL QUIZ**	**LI : End of unit quiz**	**REASONING 1 PIXL QUIZ**
Key vocabulary and key questions	**Key Vocabulary:** multiple, product, factors, inverse, fact families, arrays **Key Questions:** How can repeated addition and subtraction help us? What facts do we already know? What are the new facts we are learning? How can we apply our inverse knowledge? Where is this knowledge useful in real-life?	**Key Vocabulary:** reason, problem solve, round, look at the ones, round the tens, in between, multiples of 10, either side, nearest 10 **Key Questions:** What information do we have? What information do we need? How can we find the missing information? What knowledge and skills do we need to apply? How can we check our accuracy?		**Key vocab:** Place value, partitioning, number line, compare, estimate, rounding **Key Questions:** What information do we have? What information do we need? How can we find the missing information? What knowledge and skills do we need to apply? How can we check our accuracy?	
Activities	**Starter:** Times Tables aerobics/Super movers. Recap existing knowledge and highlight the new facts. Identify any patterns and tips/tricks to speed up recall or working out of the multiples.	Recap existing knowledge and highlight the new facts. Identify any patterns and tips/tricks to speed up recall or working out of the multiples.		This week, we will consolidate our learning on place value through an end-of-unit quiz. The children will have the opportunity to demonstrate their understanding of the value of digits, partitioning numbers, and comparing and ordering numbers. The quiz will also help us identify any areas that may need further consolidation.	

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Music	RE	PE
L.I. To build and improve a composition. Remember, when we talk about texture we are referring to the number of different layers within the piece. Think about how texture is used in the different pieces. Children put together the four sections you have composed over the last couple of lessons. You will be building your structure by combining the rhythms and melodies and improving their work as they do this, by: - Playing more in time with each other - Paying attention to dynamics (louds and quiet) - Thinking about the speed - Thinking about and changing how the layers build up.	**L.I: To determine how Baha'i practices influence some religions.** Children learn about the Baha'i practices and teachings. Explore why the teachings are important to Baha'i people. Make comparisons to other religions and knowledge acquired this half term so far in relation to the discussion cards.	**Fundamental Skills** **L.I. To develop skipping in a rope.** In this lesson the children will learn and develop their skills on how to skip using a variety of techniques. Practice different types of skips and children need to use rhythm to help them keep count. **Swimming** **Swimming will be delivered on Monday and Tuesday , by qualified instructors.** This week will be looking at the routines and expectations of each swimming group.
Art	**Spanish**	**PSHE**
LI: To create an artwork inspired by Black History Month Teacher guides students through some Black History Month Artwork. Students investigate the Black artists that have created these and what inspires them. Children then use this inspiration to create an artwork for Black History Month	**Lesson 5:** **LI: To ask and answer the question 'How old are you?' in Spanish.** Reinforce the question above. Children should draw on their knowledge of numbers from the previous week . Go through slides 1-36 on Language Angels. Task 1 – listening task Task 2- Reading task incorporating knowledge of numbers and How old are you based on different characters.	**L.I. I can tell you what I could do if my feelings are too big to handle myself** Students look back at our book 'The Grand Hotel of Feelings' focusing on the page where it shows the different hotels where the feelings stay. As a class we explore what will the managers do if the feelings were too big to stay at their hotel. **Activity A –** Children trace their hand and on each finger name a person they can trust and draw a picture of themselves on their palms. **Activity B-** Children create a poster advertising ChildLine and how children around the school can use this service.

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Science	Topic (Geography)	Computing
L.I. To create a fact file about minibeasts. **Starter:** Before the lesson begins children will have an opportunity to revise their prior learning. **What is a habitat?** **What is a organism?** Exploring these two questions which will help them engage with the starter. To begin the lesson children will be looking at the characteristics and adaptions of animals and organisms that help them survive within their habitats. **Task 1:** Working in pairs, the children will have an opportunity to reflect on their prior learning. In last week's lesson they explored the school grounds using their observation skills. This will be beneficial for them when highlighting where their minibeast live and what their habitats are like. After some researching on their chosen insects, they will begin to look at the features of a successful fact file and what they need to include in their own. **Task 2:** Children will then create their very own fact file focusing on the key features shown to them earlier e.g. a labelled drawing, habitat, diet and any interesting features or adaptations. Their fact file should be used to organise their research and information.	**LI: To describe the human geography of a place (Inuit settlements and way of life)** Go through PowerPoint on who Inuit people are with the children. Discuss key themes like diet, clothes, lifestyle, hobbies. Make comparisons to their own lifestyles and the human geography. Main task; Children use the new information learnt to produce their own fact file on Inuit people. Discuss key language and different openers and the lay out.	**LI: To combine variables, if statements and sensors to program a multiplication game** Students now combine all their knowledge from the last lessons and create a multiplication game including a score, a response from an if statement and lives.

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Homework

Homework is set on a Monday and uploaded to Google Classroom and the APS website. Where applicable, it should be returned by the following Monday.

Reading/Spelling and Grammar

Please read for at least 20 minutes every day and record this in your pupil planner as a reading log. Remember to bring your planner every day.

Your teacher will check and sign your planner once a week.

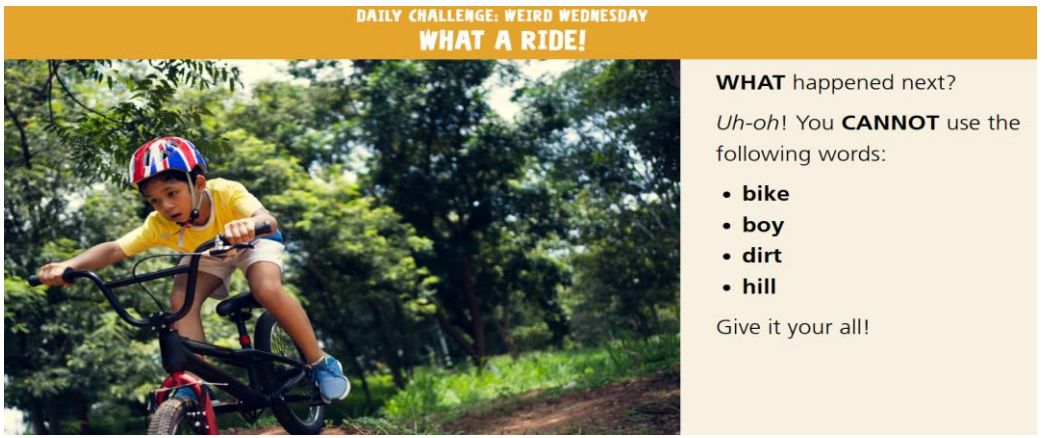
Over the week, aim to read different text genres such as: a biography, classic novel, adventure story, poems, newspaper or cultural story.

Who will be top of the leader board next week?!

Try out a new book on Bug Club. This can be added to the reading that you do at home, which will go into your diaries.

WRITERS TOOLBOX:

Option 1: Write about the challenge below
Option 2: Log into Writers Toolbox one day this week
And have a go at the Daily challenge (these vary daily!)



Spelling and dictation – Remember to try to use these words in sentences to show that you understand their meanings.

This week's spellings are words from the Year 3 and 4 statutory spellings list.
These can be found in your Pupil Planners.

Please go through them and:

1) **be able to read them;**
2) **know what they mean;**
3) **look up the definition in a dictionary (what do they mean? What word class are they? Do they have more than one meaning?)**
4) **practise spelling them in fun ways;**
5) **put them into creative sentences.**

Medal
Meddle
Missed
Mist
Scene
Seen
Board
Bored
Which
Witch

Maths

Times Tables Rockstars:

Practise your multiplication facts as well as compete with the other classes!

You can also practise using www.timestables.co.uk for free. Test yourself and maybe compete with a family member.

[Y4] Round to 10.100